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ABSTRACT

This module is intended to help guidance personnel in a variety of educational and agency settings develop the competencies needed to determine whether changes are needed in the career guidance program in their agencies, to develop a rationale for identifying needed changes, and to develop strategies for change. The module is one of a series of competency-based guidance program training packages focusing upon specific professional and paraprofessional competencies of guidance personnel. Patterned after the Performance Based Teacher Education Modules developed at the National Center for Research in Vocational Education, the modules teach competencies for planning, supporting, implementing, operating, and evaluating guidance programs. The module follows a standard format that includes the following components: (1) an introduction that gives the user an overview of the purpose and content of the module; (2) a section that provides information about the module goal and a list of the competencies covered in the module; (3) a reading containing information on each of the competencies; (4) learning experiences consisting of an individual activity, individual feedback, and a group activity; (5) evaluation techniques that can be used to measure what workshop participants need prior to training and what they have accomplished through training; and (6) an annotated list of resources. (KC)

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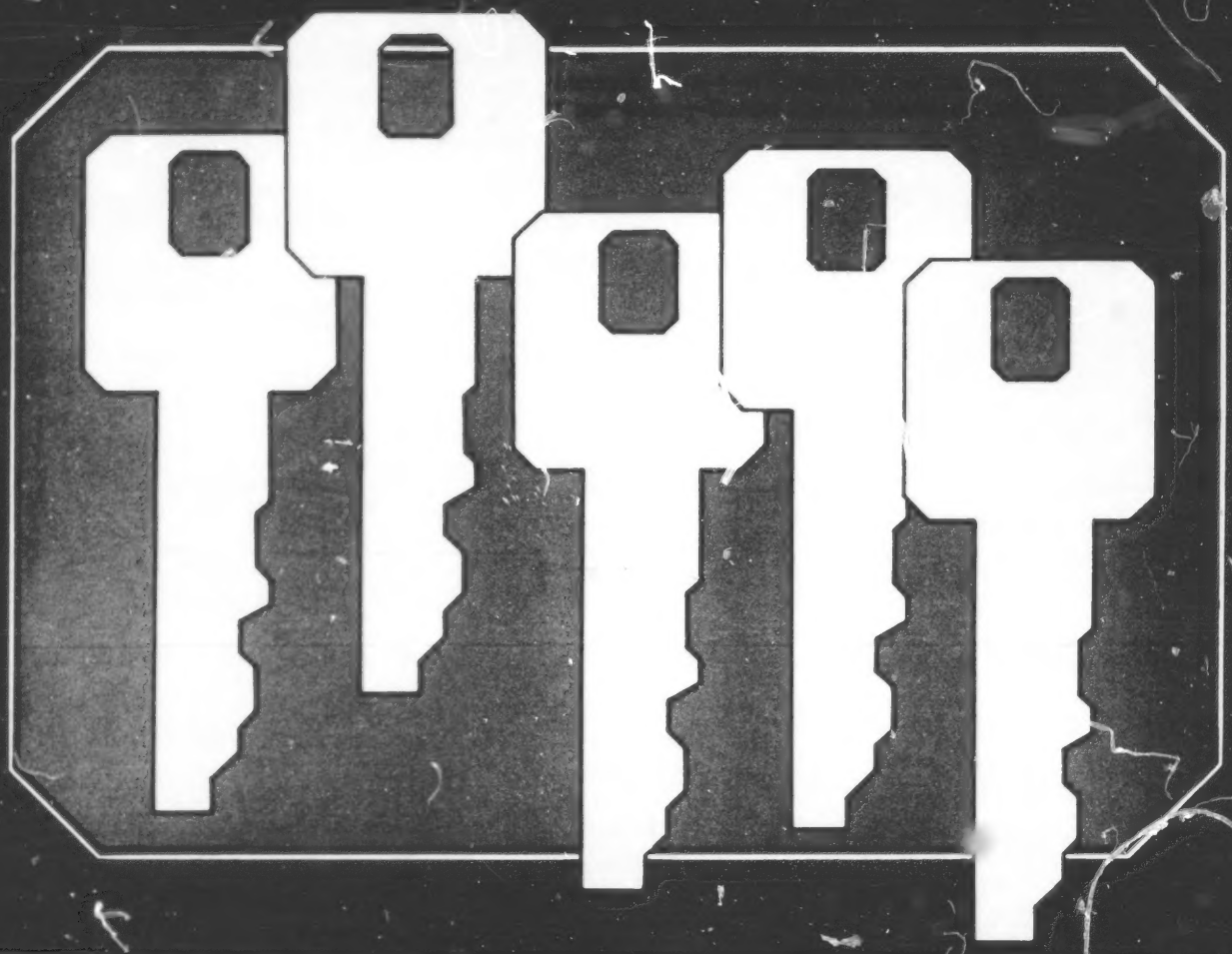
Identify and Plan for Guidance Program Change



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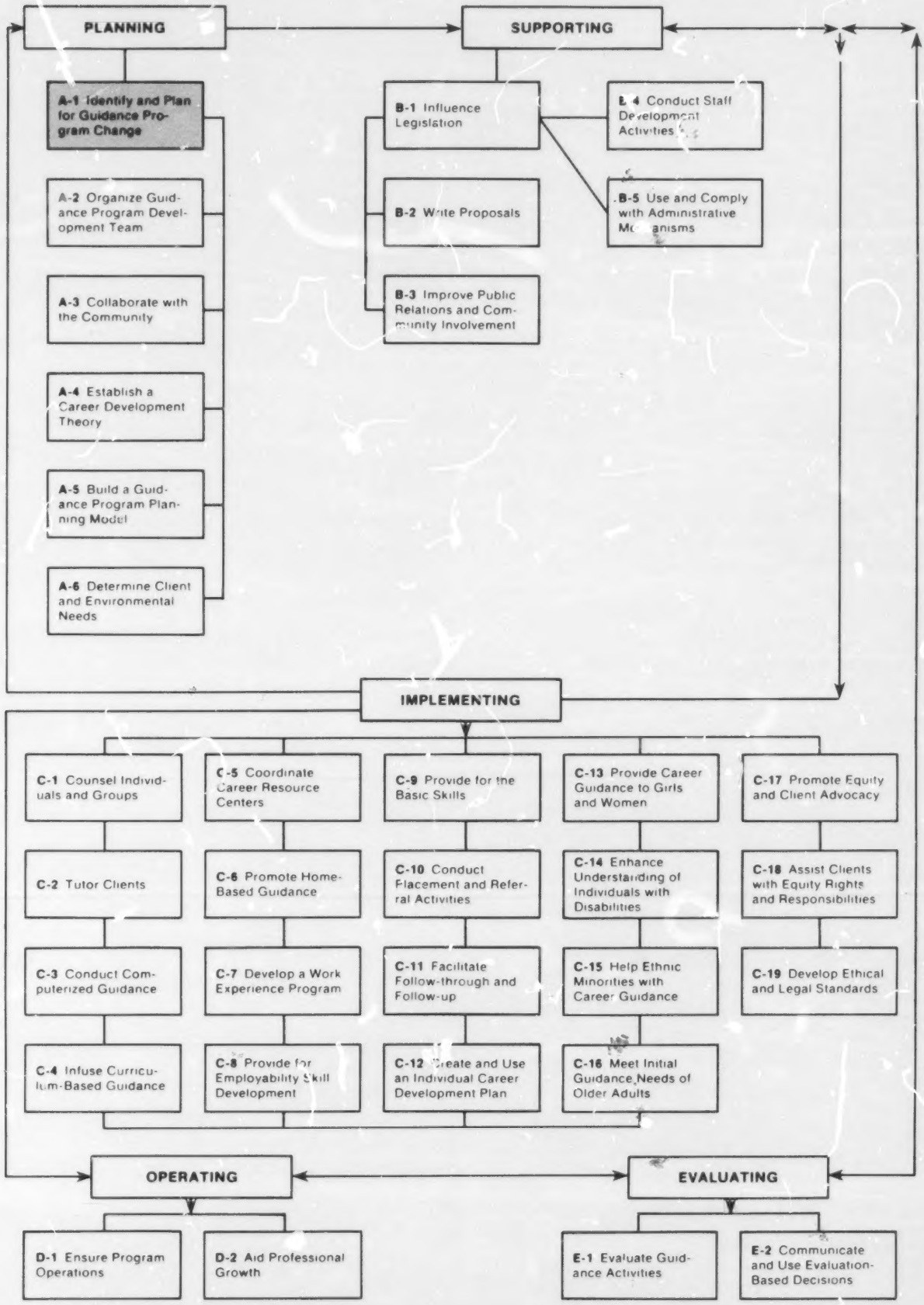
PLANNING
SUPPORTING
A-1 Identify and Plan for Guidance Program Change
A-2 Organize Guidance Program Development Team
A-3 Collaborate with the Community
A-4 Establish a Career Development Theory
A-5 Build a Guidance Program Planning Model
A-6 Determine Client and Environmental Needs
B-1 Influence Legislation
B-2 Write Proposals
B-3 Improve Public Relations and Community Involvement
B-4 Conduct Staff Development Activities
B-5 Use and Comply with Administrative Mechanisms
IMPLEMENTING
C-1 Counsel Individuals and Groups
C-2 Tutor Clients
C-3 Conduct Computerized Guidance
C-4 Infuse Curriculum-Based Guidance
C-5 Coordinate Career Resource Centers
C-6 Promote Home-Based Guidance
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C-8 Provide for Employability Skill Development
C-9 Provide for the Basic Skills
C-10 Conduct Placement and Referral Activities
C-11 Facilitate Follow-through and Follow-up
C-12 Create and Use an Individual Career Development Plan
C-13 Provide Career Guidance to Girls and Women
C-14 Enhance Understanding of Individuals with Disabilities
C-15 Help Ethnic Minorities with Career Guidance
C-16 Meet Initial Guidance Needs of Older Adults
C-17 Promote Equity and Client Advocacy
C-18 Assist Clients with Equity Rights and Responsibilities
C-19 Develop Ethical and Legal Standards
OPERATING
D-1 Ensure Program Operations
D-2 Aid Professional Growth
EVALUATING
E-1 Evaluate Guidance Activities
E-2 Communicate and Use Evaluation-Based Decisions

Identify and Plan for Guidance Program Change

MODULE
CG
A-1

Module CG A-1 of Category A — Guidance Program Planning
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FOREWORD

This counseling and guidance program series is patterned after the Performance-Based Teacher Education modules designed and developed at the National Center for Research in Vocational Education under Federal Number NE-C00-3-77. Because this model has been successfully and enthusiastically recieved nationally and internationally, this series of modules follows the same basic format.

This module is one of a series of competency-based guidance program training packages focusing upon specific professional and paraprofessional competencies of guidance personnel. The competencies upon which these modules are based were identified and verified through a project study as being those of critical importance for the planning, supporting, implementing, operating, and evaluating of guidance programs. These modules are addressed to professional and paraprofessional guidance program staff in a wide variety of educational and community settings and agencies.

Each module provides learning experiences that integrate theory and application; each culminates with competency referenced evaluation suggestions. The materials are designed for use by individuals or groups of guidance personnel who are involved in training. Resource persons should be skilled in the guidance program competency being developed and should be thoroughly oriented to the concepts and procedures used in the total training package.

The design of the materials provides considerable flexibility for planning and conducting competency-based preservice and inservice programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities, state departments of education, postsecondary institutions, intermediate educational service agencies, JTPA agencies, employment security agencies, and other community agencies that are responsible for the employment and professional development of guidance personnel.

The competency-based guidance program training packages are products of a research effort by the National Center's Career Development Program Area. Many individuals, institutions, and agencies participated with the National Center and have made contributions to the systematic development, testing, and refinement of the materials.

National consultants provided substantial writing and review assistance in development of the initial module versions; over 1300 guidance personnel used the materials in early stages of their development and provided feedback to the National Center for revision and refinement. The materials have been or are being used by 57 pilot community implementation sites across the country.

Special recognition for major roles in the direction, development, coordination of development, testing, and revision of these materials and the coordination of pilot implementation sites is extended to the following project staff: Harry N. Drier, Consortium Director; Robert E. Campbell, Linda Pfister, Directors; Robert Bhaerman, Research Specialist; Karen Kimmel Boyle, Fred Williams, Program Associates; and Janie B. Connell, Graduate Research Associate.

Appreciation also is extended to the subcontractors who assisted the National Center in this effort. Drs. Brian Jones and Linda Phillips-Jones of the American Institutes for Research developed the competency base for the total package, management and project evaluation, and developed the modules addressing special needs. Gratitude is expressed to Dr. Norman Gysbers of the University of Missouri-Columbia for his work on the module on individual career development plans. Both of these agencies provided coordination and monitoring assistance for the pilot implementation sites. Appreciation is extended to the American Vocational Association and the American Association for Counseling and Development for their leadership in directing extremely important subcontractors associated with the first phase of this effort.

The National Center is grateful to the U.S. Department of Education, Office of Vocational and Adult Education (OVAE) for sponsorship of three contracts related to this competency-based guidance program training package. In particular, we appreciate the leadership and support offered project staff by David H. Pritchard who served as the project officer for the contracts. We feel the investment of the OVAE in this training package is sound and will have lasting effects in the field of guidance in the years to come.

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in Vocational Education

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- Evaluating individual program needs and outcomes
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- Installing educational programs and products
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ABOUT THIS MODULE

IDENTIFY AND PLAN FOR GUIDANCE PROGRAM CHANGE

Goal

After completing this module, the career guidance personnel will have gained the skills to decide what, if anything, needs to be done differently in their settings and to outline steps to incorporate these changes.

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ABOUT USING THE CBCG MODULES

CBCG Module Organization

The training modules cover the knowledge, skills, and attitudes needed to plan, support, implement, operate, and evaluate a comprehensive career guidance program. They are designed to provide career guidance program implementers with a systematic means to improve their career guidance programs. They are competency-based and contain specific information that is intended to assist users to develop at least part of the critical competencies necessary for overall program improvement.

These modules provide information and learning activities that are useful for both school-based and nonschool-based career guidance programs.

The modules are divided into five categories.

The GUIDANCE PROGRAM PLANNING category assists guidance personnel in outlining in advance what is to be done.

The SUPPORTING category assists personnel in knowing how to provide resources or means that make it possible for planned program activities to occur.

The IMPLEMENTING category suggests how to conduct, accomplish, or carry out selected career guidance program activities.

The OPERATING category provides information on how to continue the program on a day-to-day basis once it has been initiated.

The EVALUATING category assists guidance personnel in judging the quality and impact of the program and either making appropriate modifications based on findings or making decisions to terminate it.

Module Format

A standard format is used in all of the program's competency-based modules. Each module contains (1) an introduction, (2) a module focus, (3) a reading, (4) learning experiences, (5) evaluation techniques, and (6) resources.

Introduction. The introduction gives you, the module user, an overview of the purpose and content of the module. It provides enough information for you to determine if the module addresses an area in which you need more competence.

About This Module. This section presents the following information:

Module Goal: A statement of what one can accomplish by completing the module.

Competencies: A listing of the competency statements that relate to the module's area of concern. These statements represent the competencies thought to be **most critical** in terms of difficulty for inexperienced implementers, and they are **not** an exhaustive list.

This section also serves as the table of contents for the reading and learning experiences.

Reading. Each module contains a section in which cognitive information on each one of the competencies is presented.

1. Use it as a textbook by starting at the first page and reading through until the end. You could then complete the learning experiences that relate to specific competencies. This approach is good if you would like to give an overview of some competencies and a more in-depth study of others.
2. Turn directly to the learning experiences(s) that relate to the needed competency (competencies). Within each learning experience a reading is listed. This approach allows for a more experiential approach prior to the reading activity.

Learning Experiences. The learning experiences are designed to help users in the achievement of specific learning objectives. One learning experience exists for each competency (or a cluster of like competencies), and each learning experience is designed to stand on its own. Each learning experience is preceded by an overview sheet which describes what is to be covered in the learning experience.

Within the body of the learning experience, the following components appear.

Individual Activity: This is an activity which a person can complete without any outside assistance. All of the information needed for its completion is contained in the module.

Individual Feedback: After each individual activity there is a feedback section. This is to provide users with immediate feedback or evaluation regarding their progress before continuing. The concept of feedback is also intended with the group activities, but it is built right into the activity and does not appear as a separate section.

Group Activity: This activity is designed to be facilitated by a trainer, within a group training session.

The group activity is formatted along the lines of a facilitator's outline. The outline details suggested activities and information for you to use. A blend of presentation and "hands-on" participant activities such as games and role playing is included. A Notes column appears on each page of the facilitator's outline. This space is provided so trainers can add their own comments and suggestions to the cues that are provided.

Following the outline is a list of materials that will be needed by workshop facilitator. This section can serve as a duplication master for mimeographed handouts or transparencies you may want to prepare.

Evaluation Techniques. This section of each module contains information and instruments that can be used to measure what workshop participants need prior to training and what they have accomplished as a result of training. Included in this section are a Pre- and Post-Participant Assessment Questionnaire and a Trainer's Assessment Questionnaire. The latter contains a set of performance indicators which are designed to determine the degree of success the participants had with the activity.

References. All major sources that were used to develop the module are listed in this section. Also, major materials resources that relate to the competencies presented in the module are described and characterized.

INTRODUCTION

Change has become such a central part of our existence that we tend to seek and embrace change even when it is not warranted. Failure to change, once termed stability, now tends to be called stagnation, and a certain amount of one-upmanship is evident when individuals and groups get together and start talking about all the "new" things they are doing. Justifying change by referring to the rapid technological growth in society, even when there is no relationship between the societal changes and those being made in the organization, is ludicrous. True, change is inevitable; true, we should be anticipating the future rather than playing catch-up when our accustomed ways of doing things are no longer appropriate, effective, or efficient. However, change for change's sake makes no sense at all. You need to take a **close look** at your agency, its philosophy, objectives, strategies, staffing, and other features and at the interrelationships of these various components to determine whether any change is needed and what it will take.

Developing the competencies required to determine whether changes are needed is a prerequisite to developing the competencies in the other modules in this series. By furthering your skills in the competency areas in this module, you will be able to provide services to your colleagues and avoid many costly mistakes for your agency. Many agencies are experiencing tight budgets and difficulty in determining the best allocation of available funds. This makes it all the more important that planned changes are really necessary and will result in increasing the agency's impact on its clients. We all want improved guidance programs, but not if a career guidance program is already excellent, at least in most areas.

This module will help you develop the competencies needed to determine whether changes are **needed** in the career guidance program in your agency, to develop a rationale for identifying needed changes, and to develop strategies for change. Capitalize on the inevitability of change, and take part in shaping the future of your organization by becoming a change agent. You have an opportunity to help determine the direction of change and steer it into productive effort that will have the greatest impact on the individuals served by your organization, on the organization itself, and on society.

Rationale for Change

Competency 1 — **Develop a rationale for and express a commitment to implementing a particular change in a comprehensive guidance program.**

It is hoped that you have given considerable thought to the adequacy of your career guidance program, and that you know it well enough to measure it against a model comprehensive career guidance program. Now it is time to take a look at your program and see what needs to be improved. No program is ever perfect, but as you become more skilled in anticipating changes in the environment and clients, you will also become more skilled in the early detection of needed changes. Typically, a need is expressed as the difference between **what is** and **what should be**. This is oversimplified because it infers that the discrepancy should be eliminated. In actual practice, however, we find that we must continue to tolerate many discrepancies because we will never have the resources necessary to meet all the needs we can identify.

Once you have identified discrepancies between your career guidance program and a more comprehensive one, you need to develop a **rationale** that will convince others of the need for initiating changes. This rationale should encourage the staff to commit themselves to implementing the change that will result in the development of a comprehensive career guidance program.

Your rationale will be in two parts: first, a rationale for a comprehensive career guidance program; second, a rationale for the particular change(s) necessary to make your career guidance program comprehensive. Each of these is discussed separately here.

It is very easy to present a rationale for making sure that your career guidance program is comprehensive. A simple way of developing such a rationale is to think in terms of the functions of a comprehensive career guidance program. A comprehensive career guidance program is designed to--

- meet the needs of all clients, not just a few,
- meet those clients' needs that are related to your agency's goals or to refer them to other agencies that can meet particular needs,
- make the best use of staff competencies and community resources,
- be efficient and effective in the amount of time and effort spent with involvement of clients,
- be a developmental system with interrelated parts that make corrective actions easy to identify and act upon, and
- include a monitoring and evaluation system to provide information to key decision makers.

As part of your written rationale, you will probably want to call attention to the fact that in most settings there are a number of people who "fall between the cracks." The client in severe trouble, the persistent client, and the conformist client tend to get all of the services and attention. The comprehensive program will monitor the delivery of services and ensure equitable distribution of time and resources and equitable attainment of objectives among clients. It is not enough just to deliver the services. Program staff must accept responsibility for making sure clients reach the objectives for which the services are provided. This will mean differential treatment and may necessitate the development of different strategies for different clients. You will be able to think of many other reasons why a comprehensive career guidance program is important in your setting.

Now let us turn to the rationale for the particular change that is needed in order to make your program comprehensive. Perhaps the problem is that all of the clients are participating in program activities but not all of them are attaining the objectives. Allocation of staff and other resources is very equitable, but for some reason some clients did not benefit from these services as well as others. Change may be needed in the allocation of resources for various clients. For instance, if one of your objectives is for every client to develop an educational training plan leading to a specified occupational goal, you may find that some clients are able to do this after a very brief exploration of their personal characteristics, including abilities and interests, and an exploration of job and training opportunities. Others, however, may find interferences in the process such as a low self-concept, a handicap, family pressures, and so forth. So the program change will involve initiating a procedure for following through with each client until a viable plan has been developed, even if this means abandoning other objectives. Your rationale for this change will include discussion of the priority objectives. In this case, development of individual plans would be a priority objective and your rationale would state that the client should not move into the training phase until the planning has been completed. The purpose of the rationale is to look at what you are trying to change and state why you are trying to change it. The "why" must be directly related to your agency's philosophy and objectives. You are changing it because change is needed to ensure attainment of the objectives.

Securing a **commitment** to the change will be facilitated by your expression of your own commitment. If you are convinced of the need for modification, it will become easier for you to convince others. If you are not convinced, this will be communicated indirectly to other staff members.

Berman and McLaughlin (1976) found that staff commitment to programs was directly related to the degree to which the staff was involved in the planning and designing of the change. Therefore, it is imperative that early in the planning stages all those persons who will be implementing the change have an opportunity to provide input. If they are involved in deciding how the change is to be achieved, they are much more likely to direct their efforts to achieving it.

In developing the rationale for this change, study your agency carefully and try to determine who will be affected by the change and how. Think of what you can do to reduce anxiety and critical attitudes toward those who are suggesting the change. Be sure that the idea is communicated clearly, including the implications for staff involvement. This eliminates possible misconceptions that might develop and serve as a basis for rejecting the change. Obviously, you are committed to the innovation; you can see the benefits of changing the way things are. If you want to gain commitment of other staff members, you will have to help them understand the basis for change also. Once they see the need, they will be as eager as you are to make the change. If you understand the roles of the staff members, you can easily relate the modification to their roles, making it personally relevant.

Stages of Change

Competency 2

Describe the general steps that an agency and staff go through when they adopt or reject proposed changes.

Juliet Miller (1978a) discusses five stages that agencies and the individuals within them are likely to go through when they adopt or reject a proposed change.

1. **Awareness**--passive receiver of information
2. **Interest**--motivated to seek information

3. **Evaluation**--preparing to make decision about use

4. **Trial**--use on limited basis

5. **Adoption**--use on extensive, ongoing basis

For a more in-depth discussion of these stages, it is suggested that you consult Miller's document which is listed in the reference section of this module. For the purposes of this module, some of the more critical effects of change will be discussed.

There are several general stages that your agency and staff are likely to experience when they adopt or reject a proposed change. Agency changes and individual changes are treated separately.

Agency Changes

1. The first change that will occur is in **materials and communications**. If a change is to take place in the agency, it will need to be communicated. All current flyers, brochures, and other material should be examined to determine whether they accurately reflect the program in its changed state. If they do not, they will need to be revised. Old materials may need to be abandoned and new ones acquired or developed to support the innovation.

2. Reassignment in **personnel** may be necessary to support the change. Current personnel may be reallocated or may be assigned different responsibilities than those they had before. This stage can be both difficult and disruptive if it is not handled carefully.

3. A change in the way the program is **monitored** will be necessary. New evaluation procedures will be needed, including the monitoring of processes, data collection, and record keeping.

4. Changes in **client expectations** should be anticipated. You will find that at first, a conflict may exist between client expectations and new directions. Most of your clients will have been accustomed to certain routine activities and will not be ready for a shift. It is important to communicate to them the reasons for the change and to describe how it affects them. This will minimize the conflict between their expectations and your new directions.

5. Shifts in relations with **other agencies** may occur. Whenever you have a change in your program, you will find it very difficult to communicate this to all the people who are affected by it. Agencies that typically cooperate with you in providing career guidance to clients need to be informed of the change and the possible effects it will have on them. In some cases, it may mean a discontinuance of the relationship; in others, it may mean a new relationship.

6. Changes in **attitudes** of staff and clients should be expected. If you have developed your rationale and secured the commitment of the staff, changes in attitudes will be positive. Typically, if the change has been well engineered, the staff will show a renewed commitment to the outcomes, which will be reflected in greater client satisfaction.

Individual Changes

1. **Awareness** of the need for the change is generally the first stage of development for individuals. As indicated earlier, if the staff is to implement the change, they must be aware of the need for the alteration. A discontinuity must be developed so that staff members recognize the need, even though they may be apprehensive about its implications. This is the first stage of change and is frequently characterized by grumblings about the workload and declarations that the change will be a burden.

2. The second stage is a **fantasy stage** about the ramifications of the change. At this point staff members fantasize to what extent the shift will cause additional burdens, the unlikelihood that it will be successful, or the belief that it will cure all ills. Fantasies are apt to be totally unrealistic, and although most of them may be negative, some will be positive.

3. The third stage of change is one in which individuals become more **realistic** about its manifestations. After everyone has had an opportunity to ventilate, you will find the negative statements beginning to give way to more positive ones. An air of positive expectation begins to develop. If the logic of the transition and its intended goals are internalized, staff members begin to feel a certain amount of pride and commitment. If the reality of the implications bring the staff

to a realization that the change is going to require more effort than is cost-efficient, or that the possibilities of payoff are minimal, they may decide to reject it. This is an acceptable possibility and should be considered in any suggestion for change.

4. If the decision is to adopt the change, the next stage is to determine **trade-offs**. Staff members generally do not have time to absorb more responsibilities. Trade-offs must be sought. In every transition, there must be a careful analysis of current activities to determine which are contributing to the attainment of the priority client outcomes. There must also be freedom to abandon those activities that are not contributing to these outcomes. Additional responsibilities cannot be assigned without some trade-offs. This is a very difficult stage because most persons are reluctant to give up accustomed patterns of activity. Frequently, the activities with which they are most comfortable are the ones that are found to be unnecessary. These constitute "security blankets," and staff members are reluctant to discard them. As a change agent, you will have to help them through this period, assisting them in eliminating those activities which are not productive and substituting effective ones.

5. The last stage is manifested through shifts in the **attitudes** of staff and clients. If the change has been effectively implemented, the staff will reach the stage at which it recognizes the experience as positive, both for clients and for themselves.

Adopt Program Features

Competency 3 — **Identify the features of a comprehensive career guidance program that will be easily adopted and those that might cause controversy or difficulty.**

It is assumed that you will be making some changes in your career guidance program in order to improve its **comprehensiveness**. The feature or features that you will need to change might be easily adopted or they might cause great controversy or difficulty. This section explores the relative ease or difficulty of implementing change in various features of a comprehensive career guidance program. We will discuss a few features in each category.

It is comparatively easy to change the **philosophy** of your program. Normally, consensus is not difficult to achieve as most everyone is amenable to statements of positive intentions regarding clients. Since the philosophy is not an action but a statement, it is easy to change. The difficulty comes in making sure that this philosophy is reflected in each of the other features of the comprehensive career guidance program.

Objectives are also fairly easy to change. Again, these are statements on paper, and it is relatively easy to achieve consensus when an adequate rationale is prepared to show that the needs of the clients will best be met by changes in the objectives. The difficulties arise when it becomes obvious that strategies and possibly staff assignments will have to be changed in order to achieve these objectives.

Staff development changes are also relatively easy to implement, assuming that the staff accepts the need for change and the development of new competencies. In fact, most staff members will enthusiastically welcome the staff development program that evolves from a comprehensive career guidance program. In some cases, people have been subjected to a series of meaningless or irrelevant staff development activities that have totally discouraged them. You will find them enthusiastically embracing staff-development programs that are designed specifically to help those needing specific competencies instead of subjecting all members to the same sessions.

Changes in **strategy** frequently cause considerable controversy. People resist change in their

daily activities, particularly in those routines that commonly they perceive as being comfortable for themselves, liked by their clients, and effective for both. Even if they do not have any evidence of effectiveness, they feel that these are "good" activities. Frequently, staff members find it very difficult to become involved in new activities or to try strategies that may be foreign to them and for which training may be required. Yet one of the most important changes in making your career guidance program comprehensive will probably be in the area of implementation strategies. Much of what you are doing is responsive to the needs of your clients. To make the program comprehensive, an outreach component is needed to ensure that clients receive the services to which they are entitled.

Another difficult adjustment is in **staff assignments**. In developing a comprehensive career guidance program, you must examine the competencies of staff members and decide where each member can be used most efficiently. This frequently results in reassignment of individuals to different responsibilities and activities. Unless staff members have some input into this decision and are in agreement with it, the change can be a difficult one. Even if staff members agree, there are times when the adjustments to new roles and responsibilities require unusual efforts.

A third difficult change is in the area of **evaluation**. Few agencies have adequate intact evaluation systems. When you change to a comprehensive career guidance program, you are committing your agency to an evaluation of each major objective. This means gathering baseline data to determine the status of clients before your interventions and using appropriate instruments to determine changes in their behavior as a result. Many agency staff members tend to assess the effectiveness of their work in terms of numbers of persons served, numbers of contacts, and so forth instead of the changes in clients' behavior. Furthermore, most persons think of evaluation as involving very complicated statistical treatments. This is not necessarily the case. In fact, sometimes simple observations of client behavior furnish the most impressive evidence of change. You will need to have either an evaluation expert from your own staff or an outside consultant talk to the group about the many approaches to evaluation. These will be comparatively easy to implement and will provide feedback to staff and clients about the effectiveness of the program. Also, the Module CG E-1, *Evaluate Guidance Activities* will provide you with some starting details.

Change Strategies

Competency 4

Describe several strategies that would be appropriate for implementing a change, weigh the merits of each, and select the most appropriate for implementation.

Once you have decided on the change that is needed in your agency, you will need to select from several possible **strategies**. An example will illustrate this point. Suppose that one of the priority means for changes is staff reassignment. Agencies frequently note that the degree to which a particular counseling outcome is achieved is determined by the guidance staff member who worked with the client. In other words, there is an unevenness in the implementation of the program. Staff members bring their own perspectives and interests to the situation, and, as a result, there is considerable unevenness in terms of services delivered. This is not to say that one staff member is better than another. Rather, it indicates that instead of using persons according to their competencies, they are being used as generalists. There are several strategies you might use to **reassign people** according to their particular talents.

1. **Administrative mandate.** One possible strategy is for the administrator to exercise authority and develop a new set of staff roles

and responsibilities and assign staff members accordingly. Although this approach may be expedient, it is not likely to result in a great commitment on the part of the people involved.

2. **Staff choice.** Another alternative is to list the various tasks that need to be done and ask staff members to choose those tasks for which they want to accept responsibility. This approach gives them a voice in their assignment, but there are several problems involved. The method assumes that everyone realistically can select a task. This is not always the case, particularly when staff members do not really understand what some of the tasks entail. Another problem is that frequently, several persons will want to take the same task and other tasks will not be chosen by anyone. Usually, a great deal of discussion and compromise is necessary and frequently the administrator finds it necessary to make decisions, thus raising some of the negative problems associated with the first alternative.

3. **Competency analysis.** A third strategy for implementing the staff assignment changes is to identify the competencies needed to achieve each of the objectives on which the program is based. Once these competencies have been identified, an instrument can be developed to determine each staff member's competence in relation to each of these areas. This can sometimes be achieved by written tasks or simulation activities. In other cases, competencies can be inferred from observation of the staff members on their jobs. Another approach to competency analysis is to have each staff member do a self-rating on each of the competency areas. Persons are not apt to state that they are highly competent in an area in which they know they cannot perform. Once competencies have been determined, the entire staff should work with the administrator to discuss appropriate assignments. Some compromises will be necesssary, but when everyone is involved in the decisions, there is less likelihood of dissatisfaction.

Let us take another example. As indicated earlier, a movement to a comprehensive career guidance program will require some changes in **evaluation design** and procedures. Suppose that in order to get a clear picture of the effectiveness of alternative approaches for helping clients with their career planning, career guidance personnel will evaluate their own contacts with clients. Alternative strategies are possible.

1. **Leave it up to the individual.** One strategy would be to allow each career guidance worker to determine how the effectiveness of the interventions will be measured and to present this evidence at the end of a designated period. The problem with this method is that unless the staff members are evaluation experts, it is quite possible that their data management and collection methods will lack the necessary rigor and results will not be credible. Also, the use of various approaches to evaluation will defy comparison across treatments.

2. **Outside evaluator.** Another alternative is to have an outside evaluator design and conduct the evaluations. The problem with this method is that the approach might be threatening to some of the staff members. Also, there is the possibility that the outside evaluator will not be sensitive to some of the constraints internal to the agency situation, thus causing the chosen design to be inappropriate.

3. **Design by consensus.** Another alternative is to have either an internal or an external evaluator assist the staff in the development of an evaluation procedure that will not interfere with client interaction, will be easily monitored, and will result in comparable data. You will find that if the staff members are involved in the selection of the procedure and the instrument, they will be far more likely to cooperate in data collection and data management. Perhaps the evaluation may be as simple as developing a set of questions to ask the client at the close of each interview session. Responses to the questions can be categorized, summarized, and aggregated to give management information about relative effectiveness of different approaches.

The two examples above represent a continuum of strategies ranging from dictatorial to self-determined. The self-determined approach is not a matter of permitting staff members to make choices in ignorance. Rather, it is a process whereby they are educated to a point of truly understanding the alternatives and understanding the values (to themselves and to their clients) of a simplified but credible evaluation system. There is no question that involvement of the staff increases the probability of their cooperation.

Pilot-Test Change Strategies

Competency 5 — Identify the appropriate points for pilot-testing the selected change strategies and describe the steps to follow in testing each.

Once you have selected a change strategy it should be pilot-tested to make sure it is **workable**. Even though you have examined a number of alternative strategies and have decided that one is better than the others, you still need to test it to see that it works. Let us take a look at the two examples given in the previous section. In the first example, we decided to use alternative strategy number 3 for staff reassignment by defining the competencies needed to achieve the career guidance program objectives, analyzing the competencies of the current staff members, and cooperatively deciding which staff members would perform which tasks. This sounds logical and we can assume that it will work. However, there are several points at which the approach should be examined and validated.

There will be more than one focus to the pilot testing. Several questions need to be answered. First, was the staff correct in determining the competencies that would be needed to fulfill each objective? Second, was the competency analysis of staff members adequate and accurate? Third, were the assignments made not only efficient but also effective?

The first question, whether the appropriate competencies have been identified for fulfilling each of the objectives, should be **validated** before implementation of the strategy. Validation can be accomplished through expert opinion of persons who have had experience in programs with similar objectives. However, situations, clients, and staff members vary, and you may find that some variations are appropriate for your setting. The pilot test should begin as soon as staff members begin collecting evidence of client attainment of the objectives. Staff analysis of the adequacy of the competencies identified as well as analysis of any discrepancies in client attainment will furnish information on this question.

For the second question, whether the competency analysis was adequate, self-report by staff members early in the implementation period should predict whether or not the analysis was adequate. Again, a look at the extent to which individual clients attained the objective will reflect the degree of competence each staff member possesses. This can be checked against the competency analysis performed **before** implementation of the program.

The third question, whether the method of assigning staff according to competencies was efficient, has at least two dimensions. The first is staff **satisfaction** and the second is client **attainment** of objectives. Even though decisions are made cooperatively, some staff members may find that when they begin the implementation process they are not comfortable with their assignment. To pilot-test this aspect, staff members should be given an early opportunity to report their feelings about the new assignments. If feelings are strongly negative, even though the person is apparently successful in the situation, steps should be taken either to change the person's attitude or to make a reassignment. The second part of this question is whether the reassignment results in client attainment of objectives. In order to pilot-test this aspect, interim objectives should be set and progress toward attainment of these objectives should be measured as early as possible, preferably within the first 2 months of implementation.

In our second example, we were looking at the relative effectiveness of alternative strategies. Here, the pilot test will be imperative because it would not be fair to the clients to wait 6 months or a year to find that one method was highly effective and others highly ineffective. **Interim evaluation** should be conducted early in the implementation process--ideally, within 1 month. In this pilot-testing component, you will take the following steps. Break the objective down into incremental behavioral or attitudinal changes expected of the clients and assign approximate times to each. In other words, if the objective is for clients to make viable career plans for the following year,

the first increment might be for them to develop self-profiles of personal abilities, interests, attitudes, and other characteristics. The second increment might be for the clients to describe a range of occupations that interest them and in which they might be successful. Other increments might be identified before the client develops a full-blown plan. In order to pilot-test the alternative strategies being employed, a reasonable time should be set for the attainment of the first increment and instruments and procedures for measuring attainment of that increment should be selected or developed. All staff members involved in the evaluation process should be oriented to the use of the instrument and plans for data analysis should be explained. After the analyses have been conducted, all staff members participating in the pilot-test procedures should be informed of the results and implications of the pilot-test data.

Change Rejection

Competency 6 — **Identify steps to take in the event that a proposed change is turned down by the administration.**

Suppose you have spent considerable time in deciding that a change or changes were needed in your organization and have developed a rationale and expressed your commitment to implementing the changes. Also, you have worked with the total staff in examining alternative strategies and resources. What would be your reaction if the administration **turned down** the proposed change? You should analyze the situation to determine whether the administrative decision was necessary and appropriate. If it was not, you could attempt to have the decision reversed.

If you did a good job of developing a rationale for the change and were committed to the change, expend a little **additional effort** to make sure that the change occurs if it is at all practical. Your rationale should have contained evidence of the need for the change in terms of assisting the client and should also have indicated some benefits that would accrue to your agency or evidence that it would not hurt the agency. Now, your first task will be to **approach the administration** with your rationale and analyze each part to see where clients' needs can be met in other ways. You have a right to expect the administration to explain why the proposed change was rejected. Your second task is to **listen**. Perhaps the change you suggested is impractical or politically imprudent. It is extremely important to recognize the needs of your agency, as well as the needs of the clients. After all, if the welfare of the agency is not considered, the plans will not be useful at all. Unpleasant as it may be, there are times when the good of the organization must come before the good of the clients.

If you are satisfied that the administration had good reason for not accepting the change, be sure to express your understanding and ask administrators to work with you to find **other ways** to accomplish the same results for clients. You will find them cooperative if you are open to alternatives. In this pursuit, you may find an even better approach, one that will have as positive an effect on clients as the one you had originally proposed. If, on the other hand, no alternative is practical or feasible at the moment, write a memo to the administrators **thanking** them for their consideration, acknowledging your understanding of the situation, and urging them to take whatever actions are necessary to improve the climate for change within the organization so that clients may be better served.

There are other approaches to handling rejection of a proposed change. Sometimes there are barriers to communication between the staff and the administration. In this case, communication must be facilitated through channels. We are not advocating that you start a mutiny among the staff or encourage clients to pressure the administration for the change. However, a little information about the political, economic, and financial constraints to change can sometimes rally individuals and groups who can be very influential in removing the barriers to change.

Learning Experience 1

Rationale for Change

OVERVIEW

COMPETENCY	Develop a rationale for and express a commitment to implementing a particular change in a comprehensive guidance program.
READING	Read Competency 1 on page 7.
INDIVIDUAL LEARNING OBJECTIVE	Write a rationale for implementing a comprehensive career guidance program for your agency.
INDIVIDUAL ACTIVITY	Develop a rationale for implementing a comprehensive career guidance program in your agency.
INDIVIDUAL FEEDBACK	Check your rationale against the stated criteria.
GROUP LEARNING OBJECTIVE	Critique rationales written by others and refine your own rationale based on feedback.
GROUP ACTIVITY	Discuss your agency and the need for change.

INDIVIDUAL ACTIVITY

Develop a rationale for implementing a comprehensive career guidance program in your agency.

In this activity, you will be preparing a statement that will convince your administration and your colleagues of the need for developing a comprehensive career guidance program. Prior to starting the activity, review the reading for Competency 1 on page 7.

First, you will briefly define your agency's mission, its philosophy, goals and objectives and present some evidence of the extent to which these objectives are being met. Next, you will need to outline the components of a comprehensive career guidance program and use this description as criteria against which to measure your agency's career guidance program.

INDIVIDUAL FEEDBACK

Check your rationale against the stated criteria.

The first part of your rationale should appropriately reflect the philosophy, goals, and objectives of your agency in a very clear fashion. Next, you should have listed the following nine components of a comprehensive career guidance program and provided documentation as to how your career guidance program is currently meeting these criteria. Probably, the most effective feedback would be to share your rationale with other members of your career guidance team to get their reactions.

Nine Components of a Comprehensive Career Guidance Program

1. Serves all clients
2. Is based on identified needs of clients
3. Provides all services and programs appropriate and feasible for your agency
4. Has written objectives that are known to staff and clients
5. Employs various strategies to make sure all clients reach objectives
6. Provides for evaluation of effectiveness of alternative strategies
7. Provides feedback for management decisions
8. Is self-correcting and self-renewing
9. Involves all programs and services within the agency

GROUP ACTIVITY

Discuss your agency and the need for [illegible]

Note: The Individual Activity should be completed prior to starting the Group Activity. The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Starting Point	
1. Have the large group discuss the list of characteristics of a comprehensive career guidance program and amend or add to it as deemed necessary.	Write on the chalkboard or flip chart the characteristics of a comprehensive career guidance program listed in the Individual Feedback.

Facilitator's Outline	Notes
2. Have the large group define the parameters of each of the characteristics.	Jot the significant points on the chalkboard or flip chart after the group reaches consensus on each characteristic.
B. Small Group Discussion	
1. Divide the large group into smaller groups of approximately 4 to 5 members each.	
2. Have members of the small group alternately describe their agency's mission, goals, staff, and other resources, including the changes proposed in the rationale presented.	Allow approximately 20 minutes for the completion of this portion of the activity.
3. Ask participants in the small groups to critique other members' rationales as to whether they were convincing and if they covered all of the characteristics of a comprehensive career guidance program.	Small group participants should select a "best case" for presentation to the large group.
C. Presenting the "Best Case"	
1. Have small groups reconvene into the large group arrangement.	
2. Have the "best case" developers present their rationales to the total group for general discussion.	

Learning Experience 2

Stages of Change

OVERVIEW

COMPETENCY	Describe the general stages that an agency and staff go through when they adopt or reject proposed changes.
READING	Read Competency 2 on page 8.
INDIVIDUAL LEARNING OBJECTIVE	Describe the general stages of change through which your agency must move.
INDIVIDUAL ACTIVITY	Develop a profile of your agency's staff and other resources in terms of their readiness for change.
INDIVIDUAL FEEDBACK	Check your answers against the stated feedback criteria.
GROUP LEARNING OBJECTIVE	Support the consistency between your commitment to change and the readiness for change represented by the agency.
GROUP ACTIVITY	Present your arguments for change to an administrator in a role-playing situation.

INDIVIDUAL ACTIVITY

Develop a profile of your agency's staff and other resources in terms of their readiness for change.

Prior to starting this activity, review the reading for Competency 2 on page 8. This activity will be related to a single change. If more than one change is anticipated in your setting, choose one that is apt to receive some resistance from the staff. Briefly explain the proposed modification. Next, list all staff members whose roles and/or responsibilities will be affected by the change. For each person, list current role, how it will affect him or her, and what the anticipated reaction to this change will be. In each case where you anticipate that the change will be received negatively, indicate what you will do to handle this behavior. Complete your statement with a summary of the problems you expect to encounter and the solutions you will attempt.

INDIVIDUAL FEEDBACK

Check your answers against the stated feedback criteria.

Check what you have written against the points below.

1. Not only guidance staff members and administrators but also all other staff persons who will be affected by the change must be listed.

2. For each judgment about an individual's readiness for change, there should be a rationale based on an observation or experience. Off-the-top-of-the-head judgments are not acceptable. Each judgment must be supported with a statement of observation or experience with that person.

3. Plans for changing negative attitudes must be feasible, realistic, and within your authority.

GROUP ACTIVITY

Present your arguments for change to an administrator in a role-playing situation.

Note: The Individual Activity must be completed prior to this Group Activity. The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Starting Point	
1. Indicate to participants that they will first complete the Individual Activity and then participate in the role-playing situation using the statements they have prepared.	Allow participants about 30 minutes to complete the Individual Activity.
2. Ask the participants to review what they have written against the criteria in the feedback section for the Individual Activity.	List the feedback criteria on the chalkboard or flip chart.
B. Developing a Presentation	
1. Have participants outline a presentation for the administration based on assessment of readiness for change, including the stages that their agencies will have to go through to accomplish the change.	Allow approximately 10 minutes for the development of the outline.

Facilitator's Outline	Notes
2. Divide the group into pairs and have each person make a presentation while the other plays the role of administrator.	
3. After each presentation, have the person playing the administrator critique the presentation in writing.	Allow approximately 5 minutes for the written critique.
4. After both members have made their presentations, have them share their perceptions with each other.	
5. Give participants 15 minutes to revise their statements based on feedback from their role-playing partner.	

Learning Experience 3

Adopt Program Features

OVERVIEW

COMPETENCY	Identify the features of a comprehensive career guidance program that will be most easily adopted and those that might cause cause controversy or difficulty.
READING	Read Competency 3 page on 10.
INDIVIDUAL LEARNING OBJECTIVE	Identify those features of a career guidance program that will be easiest and hardest to implement in your own agency.
INDIVIDUAL ACTIVITY	Write a statement of the program feature you anticipate will be easiest and the program feature you anticipate will be most difficult to implement in your setting.
INDIVIDUAL FEEDBACK	Check your responses against the stated criteria.
GROUP LEARNING OBJECTIVE	Evaluate the accuracy of your perceptions regarding the ease or difficulty of adopting various features of a comprehensive career guidance program.
GROUP ACTIVITY	Identify approaches to diminish the difficulty of adopting certain features of a comprehensive career guidance program.

INDIVIDUAL ACTIVITY

Write a statement of the program feature you anticipate will be easiest and the program feature you anticipate will be most difficult to implement in your setting.

Before starting this activity, review those characteristics that compose a comprehensive career guidance program and the reading for Competency 3 on page 10. Next, decide which of these characteristics should be implemented in your setting.

Next to each feature or characteristic, indicate whether you anticipate that this particular feature will be easy or difficult to implement. Next, look at all of the easy features and rank them, with number one being the easiest to implement and so forth. Now do the same with the difficult ones, with number one being the most difficult to implement in your setting. Next, write a brief statement for each of these choices. In cases of the easiest, indicate what it is about your setting that caused you to feel these would be easy to implement. In cases of the most difficult, explain why you think they will be difficult to implement and what barriers you expect to encounter.

INDIVIDUAL FEEDBACK

Check your responses against the stated criteria.

Check your statement according to the following criteria.

1. Your statement should be comprehensive in terms of the features your agency will need to adopt.
2. Each feature must have a ranking next to it.
3. Features that are most easily adopted and most difficult should have rationales that are appropriate.

   The one most easily adopted should take into consideration all of the persons who will be affected by that adoption and justify the statement that it will be easily accepted. For the one judged most difficult to adopt, barriers that are not easily overcome must be listed. If the barriers are easily overcome, difficulty is minimal.

GROUP ACTIVITY

Identify approaches to diminish the difficulty of adopting certain features of a comprehensive career guidance program.

Note: The Individual Activity must be completed before this Group Activity. The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A Starting Point	
1 Have participants complete the Individual Activity if they have not already done so.	Allow approximately 20 minutes for the completion of the Individual Activity.
2 Break the participants into small groups of 4 to 5 people each. Explain that each group's task is to help each of its participants find ways to diminish or eliminate the difficulty of adopting certain features of a comprehensive career guidance program.	
3 Have the group verify that the feature chosen by each participant as most easily adopted will in fact be adopted with ease.	Allow the small groups 5 minutes for each participant to explain the easy and difficult features and to obtain feedback from the other participants.

Facilitator's Outline	Notes
B Group Sharing 1. Have each small group share with the total group any unusual suggestions resulting from of their discussions that might be helpful to other participants. 2. Ask the participants to describe any subsequent changes in their perceptions regarding ease or difficulty of adoption.	

Learning Experience 4

Change Strategies

OVERVIEW

COMPETENCY	Describe several strategies that would be appropriate for implementing a change, weigh the merits of each, and select the most appropriate for implementation.
READING	Read Competency 4 on page 11.
INDIVIDUAL LEARNING OBJECTIVE	Select an appropriate change strategy for implementation.
INDIVIDUAL ACTIVITY	List alternative strategies for implementing a change in your organization and select the appropriate strategy.
INDIVIDUAL FEEDBACK	Check your selection against the stated criteria.
GROUP LEARNING OBJECTIVE	Justify selection of a specific change strategy.
GROUP ACTIVITY	Present justification for selecting a specific change strategy.

INDIVIDUAL ACTIVITY

List alternative strategies for implementing a change in your organization and select an appropriate strategy.

You probably will need a number of changes within your setting. For this activity, select one change that would lend itself to several approaches. Explain the change in one or two sentences and then list all the strategies you can think of for implementing that change in your organization. Now, go back and next to each strategy indicate the merits of each. Make two columns: in the first column, put all the reasons why it would be a good strategy and in the second, all the reasons why it might not be the best. When you have completed this listing, review your notations on the good and bad points of each and select the one strategy most appropriate for implementation. Write a brief rationale for your selection. Prior to starting the activity, review the reading for Competency 4 on page 11.

INDIVIDUAL FEEDBACK

Check your answers against the stated criteria.

Check what you have written against the criteria below.

1. You should have at least five alternative strategies listed. Under the positive aspects of each, be sure that you have considered such things as minimal disruption to current programs, relationships to current activities, ease of implementation, staff attitudes toward that particular kind of strategy, relatively low costs, and low political risks.

2. Under the negative points, be sure you have considered such things as costs, expertise required that is not available in your agency; political risks; time involvement; availability of materials, equipment, other resources; and staff and client attitudes toward such a strategy.

Your rationale for selecting this specific strategy must be compatible with the strengths and weaknesses of each of the alternative strategies.

GROUP ACTIVITY

Present justification for selecting a specific change strategy.

Note: The Individual Activity must be completed before this Group Activity. The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A Starting Point	
1 Have participants complete the Individual Activity if they have not already done so.	Allow approximately 20 to 30 minutes for participants to complete the Individual Activity.
2 Have each participant prepare a 3 to 5 minute presentation that justifies selection of a particular change strategy.	Allow approximately 10 minutes for this portion of the activity.
B Paired Sharing	
1 Divide the large group into pairs and have each participant orally present his or her justification to the other.	

Facilitator's Outline	Notes
2. Using the suggested criteria, have each partner rate the other's justification. 3. Based on the feedback from partners, participants should refine their statements of justification. C. Wrap-up 1. Ask for volunteers to present their justification statements to the total group. 2. Discuss participants' overall reactions.	Write the criteria suggested in the Individual Feedback section on the chalkboard or flip chart.

Learning Experience 5

Pilot-Test Change Strategies

OVERVIEW

COMPETENCY	Identify the appropriate points for pilot-testing the selected change strategies and describe the steps to follow in testing each.
READING	Read Competency 5 on page 13.
INDIVIDUAL LEARNING OBJECTIVE	Plan the pilot test for one of your change strategies.
INDIVIDUAL ACTIVITY	Develop a portion of a written plan for pilot-testing a change strategy.
INDIVIDUAL FEEDBACK	Compare your plan against some general guidelines.
GROUP LEARNING OBJECTIVE	Identify appropriate steps in the pilot test.
GROUP ACTIVITY	List appropriate steps in the pilot test.

INDIVIDUAL ACTIVITY

Develop a portion of a written plan for pilot-testing a change strategy.

Review the reading for Competency 5 on page 13. Then take the change on strategy you selected in Learning Experience 4 and decide on the most appropriate time to pilot-test that strategy in your setting.

Begin by developing a plan for the pilot test, including a time schedule, questions to be answered, decisions to be made as a result of the pilot test, instruments to be used, persons to be involved, data collection procedures, and so forth.

INDIVIDUAL FEEDBACK

Compare your plan against some general guidelines.

Check your plan against the following guidelines.

Since there is not time to develop a full-blown plan, not all of these components will be fully developed. However, each of the components for a total pilot test should be listed. There should be at least two questions to be answered by the pilot test and at least one decision to be made. Also, there should be an indication as to whether the instrument is to be developed or selected and some suggestion as to the type of instrument to be used.

GROUP ACTIVITY

List appropriate steps in the pilot test.

Note: The Individual Activity must be completed prior to this Group Activity. The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A Starting Point	
1 Have the participants complete the Individual Activity if they have not already done so.	Allow approximately 20 minutes for the completion of the Individual Activity.
2 Ask participants to check their statements based on the following factors:	
a There should be at least two questions that will be answered through the pilot test and one decision to be made.	
b There should be an indication as to the type of instrument that will be used and how it will be designed or selected.	

Facilitator's Outline	Notes
B. Brainstorming Pilot-Test Steps	
1. Using the suggested list as a beginning, have the participants brainstorm additional steps that might occur in or result from the pilot test.	List the following steps on the chalkboard or flip chart: 1. Development of time schedule 2. Questions that will be answered by the pilot test 3. Decisions that will be made as a result of the pilot test 4. Pilot-test participants 5. Data collection procedures
2. Have the participants arrange the steps into a logical sequence.	Allow approximately 10 minutes for the brainstorming activity.
3. Have participants scan the finalized list to identify steps which might not be needed in particular pilot-test situations and discuss the reasons.	

Learning Experience 6

Change Rejection

OVERVIEW

COMPETENCY	Identify steps to take in the event that a proposed change is turned down by the administration.
READING	Read Competency 8 on page 14.
INDIVIDUAL LEARNING OBJECTIVE	List the steps you would need to take in the event that your proposed change is turned down by the administration.
INDIVIDUAL ACTIVITY	List the steps that you will take if a proposed change is turned down.
INDIVIDUAL FEEDBACK	Check your answers against a general guideline statement.
GROUP LEARNING OBJECTIVE	Learn new strategies for dealing with rejection of change.
GROUP ACTIVITY	Participate in a small group in which you explain how you plan to counteract administrative rejection.

INDIVIDUAL ACTIVITY

Review the reading for Competency 6 on page 14. Using the identified change feature for which you selected a strategy in Learning Experience 4, suppose that your administration refuses to take action on this change. Use the following steps and write a statement corresponding to each step.

1. Explain the proposed change in one or two sentences.

2. Since you weighed the merits of alternative strategies for implementing this change in Learning Experience 4, use the report generated during that activity to list the reasons why you think the change might be turned down by the administration.

3. Use the same list and write a statement about why it would be feasible and desirable to implement the change.

4. List the steps you would take to convince your administration of the need to implement the change.

INDIVIDUAL FEEDBACK

Check your answers against a general guideline statement.

Your statement should be convincing in that the steps you propose to take are designed specifically to counteract arguments against the change. Both human barriers and nonhuman barriers should be listed with indications of the steps that will be taken to counteract each.

GROUP ACTIVITY

Participate in a small group in which you explain how you plan to counteract administrative rejection.

Note: The Individual Activity must be completed prior to this Group Activity. The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A Starting Point	
1 Have participants complete the Individual Activity if they have not already done so	Allow approximately 20 minutes for this portion of the activity.
2 Have participants check their responses against the following:	
a Have human barriers been listed with steps to counteract each one?	
b Have nonhuman barriers been listed with steps to counteract each one?	
B Discussing Alternative Steps	
1 Divide the large group into small groups of about 4 to 5 participants each	

Facilitator's Outline	Notes
2. Have each participant explain his or her change and the perceived reasons why a particular change might be rejected. 3. Have other group participants provide alternative strategies that the participant may take to convince the administration of the need for change. 4. Wrap up the discussion with reactions, important issues, and outstanding points.	Allow approximately 20 minutes for this portion of the activity.

PARTICIPANT SELF-ASSESSMENT QUESTIONNAIRE

1 Name (Optional) _____ 3 Date _____

2 Position Title _____ 4 Module Number _____

Agency Setting (Circle the appropriate number)

6 Elementary School	10 JTPA	14 Youth Services	18 Municipal Office
7 Secondary School	11 Veterans	15 Business/Industry Management	19 Service Organization
8 Postsecondary School	12 Church		20 State Government
9 College/University	13 Corrections	16 Business/Industry Labor	21 Other
		17 Parent Group	

Workshop Topics

	PREWORKSHOP NEED FOR TRAINING *Degree of Need* (circle one for each workshop topic)	POSTWORKSHOP MASTERY OF TOPICS *Degree of Mastery* (circle one for each workshop topic)
1. Writing a rationale for implementing a comprehensive career guidance program for your agency.	0 1 2 3 4	0 1 2 3 4
2. Critiquing rationales written by others.	0 1 2 3 4	0 1 2 3 4
3. Describing the general stages of change through which your agency must move.	0 1 2 3 4	0 1 2 3 4
4. Supporting the consistency between your commitment to change.	0 1 2 3 4	0 1 2 3 4
5. Identifying those features of a career guidance program that will be easiest and hardest to implement in your own agency.	0 1 2 3 4	0 1 2 3 4
6. Determining whether your perceptions of above were accurate.	0 1 2 3 4	0 1 2 3 4
7. Selecting an appropriate change strategy.	0 1 2 3 4	0 1 2 3 4
8. Justifying selection of a specific change strategy.	0 1 2 3 4	0 1 2 3 4
9. Planning the pilot-testing for one of your change strategies.	0 1 2 3 4	0 1 2 3 4
10. Identifying appropriate steps in pilot-testing.	0 1 2 3 4	0 1 2 3 4
11. Listing the steps you would need to take in the event that your proposed change is turned down.	0 1 2 3 4	0 1 2 3 4

12 Learning new strategies for dealing with rejection of change.	0 1 2 3 4	0 1 2 3 4
Overall Assessment on Topic of Identify and Plan for Guidance Program Change	0 1 2 3 4	0 1 2 3 4

Comments:

Trainer's Assessment Questionnaire

Trainer: _____ Date: _____ Module Number: _____

Title of Module: _____

Training Time to Complete Workshop: _____ hrs. _____ min.

Participant Characteristics

Number in Group _____ Number of Males _____ Number of Females _____

Distribution by Position

_____ Elementary School	_____ Youth Services
_____ Secondary School	_____ Business/Industry Management
_____ Postsecondary School	_____ Business/Industry Labor
_____ College/University	_____ Parent Group
_____ JTPA	_____ Municipal Office
_____ Veterans	_____ Service Organization
_____ Church	_____ State Government
_____ Corrections	_____ Other

PART I

WORKSHOP CHARACTERISTICS—Instructions: Please provide any comments on the methods and materials used, both those contained in the module and others that are not listed. Also provide any comments concerning your overall reaction to the materials, learners' participation or any other positive or negative factors that could have affected the achievement of the module's purpose.

1. *Methods:* (Compare to those suggested in Facilitator's Outline)

2. *Materials:* (Compare to those suggested in Facilitator's Outline)

3. *Reaction:* (Participant reaction to content and activities)

PART II

WORKSHOP IMPACT—Instructions: Use Performance Indicators to judge degree of mastery. (Complete responses for all activities. Those that you did not teach would receive 0.)

	Group's Degree of Mastery				
	Not Taught	Little (25% or less)	Some (26%-50%)	Good (51%-75%)	Outstanding (over 75%)
	Note: Circle the number that best reflects your opinion of group mastery.				
Learning Experience 1					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 2					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 3					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 4					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 5					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 6					
Group	0	1	2	3	4
Individual	0	1	2	3	4

Code:

Little: With no concern for time or circumstances within training setting if it appears that less than 25% of the learners achieved what was intended to be achieved

Some: With no concern for time or circumstances within the training setting if it appears that less than close to half of the learners achieved the learning experience

Good: With no concern for time or circumstances within the training setting if it appears that 50%-75% have achieved as expected

Outstanding: If more than 75% of learners mastered the content as expected

PART III

SUMMARY DATA SHEET—Instructions: In order to gain an overall idea as to mastery impact achieved across the Learning Experiences taught, complete the following tabulation. Transfer the number for the degree of mastery on each Learning Experience (i.e., group and individual) from the Workshop Impact form to the columns below. Add the subtotals to obtain your total module score.

GROUP		INDIVIDUAL	
Learning Experience		Learning Experience	
1 = score (1-4)	_____	1 = score (1-4)	_____
2 = score (1-4)	_____	2 = score (1-4)	_____
3 = score (1-4)	_____	3 = score (1-4)	_____
4 = score (1-4)	_____	4 = score (1-4)	_____
5 = score (1-4)	_____	5 = score (1-4)	_____
6 = score (1-4)	_____	6 = score (1-4)	_____
Total (add up)	_____	Total (add up)	_____

Total of the GROUP learning experience scores and INDIVIDUAL learning experience scores = _____ Actual Total Score _____ Compared to Maximum Total* _____.

*Maximum total is the number of learning experiences taught times four (4).

Performance Indicators

As you conduct the workshop component of this training module, the facilitator's outline will suggest individual or group activities that require written or oral responses. The following list of **performance indicators** will assist you in assessing the quality of the participants' work:

Module Title: *Identify and Plan for Guidance Program Change*

Module Number: CG A-1

Group Learning Activity	Performance Indicators to Be Used for Learner Assessment
Group Activity Number 1: Critique rationales for implementing a career guidance program.	1. Did rationales contain the nine components, feelings, and attitudes? 2. Were participants able to verbalize their rationales in a convincing manner?
Group Activity Number 2: Present arguments for change to an administrator in a role-play situation.	1. Were participants able to outline a presentation for change? 2. Was there appropriate rationale for each statement?
Group Activity Number 3: Identify approaches for diminishing difficulty in adopting features of a career guidance program.	1. Were small groups able to identify ways to have career guidance program changes accepted by agency staff and administrators?
Group Activity Number 4: Justify selection of a specific change strategy.	1. Did the justifications meet the criteria?
Group Activity Number 5: List appropriate steps in pilot-testing.	1. Did participants list two questions and one decision to be made in pilot-testing? 2. Did participants describe instruments to be used in pilot-testing? 3. Were participants able to brainstorm steps for pilot-testing?

Group Learning Activity	Performance Indicators to Be Used for Learner Assessment
Group Activity Number 6	
Explain how to counteract administrative rejection	1. Did participants list human barriers and steps to counteract them? 2. Did participants list nonhuman barriers and steps to counteract them? 3. Were participants able to identify why certain changes might be rejected?

NOTES

REFERENCES

Berman, Paul, and McLaughlin, Milbrey. *Federal Programs Supporting Educational Change*. Santa Monica, CA: The Rand Corporation, 1975.

Miller, Juliet V. *Using Change Agent Skills to Manage Career Guidance Program Development*. Ann Arbor, MI: National Consortium on Competency Based Staff Development, University of Michigan, 1978a.

Miller, Juliet V. *Using Change Agent Skills to Manage Career Guidance Program Implementation*. Ann Arbor, MI: National Consortium on Competency Based Staff Development, University of Michigan, 1978b.

ADDITIONAL RESOURCES

The following abstracts describe resources available from the Educational Resources Information Center (ERIC) collection. ERIC identification codes and pricing information are provided.

Needs Assessment: A Step in Program Planning Career Guidance Programs. New York State Education Department, Bureau of Guidance, Albany, New York. 1976, 59 pp. EDRS Price MF-$0.88 HC-$3.50 Plus Postage ED14881 CG011610

This publication is designed for counselors, teachers, and parents who want to improve their local guidance program and make it more responsive to the needs of those it serves. Broad and intensive school-community involvement, including parents, pupils, school personnel, school board members, and concerned citizens, is a primary feature. Step-by-step planning procedures are listed, based on the school's purpose and educational goals. Chapter one offers an overview for the casual reader. Chapter two outlines the range of commitment and depth of involvement necessary for implementation of the process. Chapter three contains specific procedures as well as samples and simulations of activities and materials to be used in school settings.

Career Education: What's Doable Now? Kenneth B. Hoyt. Presented at the Sacramento Career Education Conference in Sacramento, California, August 29, 1975. 13 pp. EDRS Price MF-$0.83 HC-$1.67 Plus Postage ED128659 CE008260

Career education, as it currently exists, is put in perspective with reference to broader and more far-reaching proposals for dealing with the education/work dilemma in the United States. In so doing, career education is pictured as a movement that operates under a "possible change" philosophy. Current strengths of career education are represented along with a general set of action steps that could be undertaken in any community interested in initiating a career education effort. Observations are noted regarding the current readiness to move, on a nationwide scale, from a demonstration to a programmatic implementation mode in career education. It is concluded that to attempt such a nationwide implementation, more financial support than currently seems available is needed.

Planning for Change through Career Education: Interim Report. Wyoming State Dept. of Education, Cheyenne; University of Wyoming, College of Education, Laramie, Wyoming. 1977, 118 pp. EDRS Price MF-$0.83 HC-$6.01 Plus Postage ED149129 08 CE014396

Evaluation was conducted of the first year of a project designed to plan, implement, evaluate, and diffuse a comprehensive experience-based career education (EBCE) curricular model through cooperation of four Wyoming school districts, the University of Wyoming College of Education, Project Wyoming Innovative Network Schools (WINS), and the Wyoming State Department of Education. The four school districts involved in the adaptation of the Northwest Regional Education Laboratory's (NWREL) EBCE model were Cheyenne, Laramie, Lander, and Glenrock. Emphasis of the third-party evaluation was on learner outcomes. Experimental and control group student outcomes in the areas of life skills, basic skills, career development, and other project activities were assessed using a pretest-posttest experimental design or a gain score analysis using the NWREL testing program and additional instruments developed by the evaluator. Students had positive feelings about the project with strong

emphasis on student journals and job explorations. Students and employers participating in the program were interviewed. The overall conclusion drawn was that the project was implemented and managed in an excellent fashion; progress in all areas was satisfactory. It was recommended that the cooperating institutions develop a system for community collaboration, or the project would achieve only limited impact on educational goals and objectives.

"Remodeling Your Guidance Program While Living in It." Norman C. Gysbers. *Texas Personnel and Guidance Journal*, v6 n2 pp. 53-61 Fall 1973-78. EJ195701 CG515604

As public expectations increase for individualizing the educational process, as some options open for education beyond high school, as the job markets shift with the ebb and flow of social and technological change, the challenge and the responsibilities resting upon the country's school counselors become steadily more demanding.

A Planning Model for Developing a Career Guidance Curriculum. Anne L. Upton, Bruce Lowrey, Anita Mitchell, B. Varenhorst, and J. Bienvenuti. Pupil Personnel Services, California State Department of Education, California Personnel and Guidance Association, 654 E. Commonwealth Avenue, Fullerton, California, 1978.

The dimensions of career education and development are defined education work and leisure alternatives, career planning and decision-making and life-styles and personal satisfaction. This monograph is a self-instructional tool for helping professionals develop the following competencies: assessing desired outcomes, assessing current status, establishing program goals, developing objectives, selecting program strategies, developing staff, and conducting evaluation. Each of these components is treated separately, with definitions, processes, self-assessments, resources, and references. It is a rich source of information for anyone involved in planning career guidance programs.

Career Planning and Change: Essential Considerations and Fundamental Relationships. David L. Jesser. Council of Chief State School Officers, 1201 16th Street, N.W., Washington, D.C. 20036, April 1977.

This document discusses many of the problems that discourage change, among them being increasing demands for programs and services, increased costs and relatively more financial resources. The author also discusses the nature of change and the place of change within an agency. He states, "There is a vast difference between change and change that occurs as a result of planning." He then presents the nature of planning and an excellent rationale for planning for change. He considers the relationship between planning and change, stating that these relationships must be considered if both are to be effective and meaningful planning, so planning can take place without resulting in an identified needed change. The primary function of appropriate planning must be identification of needed changes--the focus of this module. Those planning for change in their career guidance programs and personnel development will find this to be an excellent resource.

Generating a Plan for Career Education. Michigan Career Education, State Department of Education, P.O. Box 30009, Lansing, Michigan 48909, 1976.

This handbook is a practical guide for finding your own answers to the needs of your agency. Some possible ways of going about an undertaking that is large in scope and capable of great variation are presented. Planning guidelines, including a suggested calendar and planning forms, with suggestions for completing them are provided. A sample plan is included. While school oriented, the processes and formats suggested may be useful to any agency.

Making Change Happen: Learning a Systematic Model for Change. Libby Benjamin and Gary R. Walz. National Consortium on Competency-Based Staff Development, American Institutes for Research, P.O. Box 1113, Palo Alto, California 94302.

After discussing attitudes toward change and the role of the change agent, the authors discuss behaviors critical to the change process. A seven-step model for change agentry follows. The steps are (1) establishing the need, (2) building interactive relationships, (3) assessing, (4) generating options, (5) deciding, (6) facilitating adoption, and (7) refining and renewing. Because activities are included with each of these steps, it is easy for the reader to develop the skills addressed in each step.

Making Change Happen: Overcoming Barriers to Change. Gary R. Walz. National Consortium on Competency-Based Staff Development, American Institutes for Research, P.O. Box 1113, Palo Alto, California 94302.

A companion to *Making Change Happen: Learning a Systematic Model for Change*, this document discusses person and non-person barriers that frequently discourage change agents. An action plan for overcoming barriers is presented after a helpful discussion of barriers commonly found in most agencies.

NOTES

KEY PROJECT STAFF

The Competency-Based Career Guidance Module Series was developed by a consortium of agencies. The following list represents key staff in each agency that worked on the project over a five-year period.

The National Center for Research in Vocational Education

Harry N. Drier ..... Consortium Director
Robert E. Campbell ..... Project Director
Linda A. Pfister ..... Former Project Director
Robert Bhaerman ..... Research Specialist
Karen Kimmel Boyle ..... Program Associate
Fred Williams ..... Program Associate

American Institutes for Research

G. Brian Jones ..... Project Director
Linda Phillips-Jones ..... Associate Project Director
Jack Hamilton ..... Associate Project Director

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American Association for Counseling and Development

Jane Howard Jasper ..... Former Project Director

American Vocational Association

Wayne LeRoy ..... Former Project Director
Roni Posner ..... Former Project Director

U.S. Department of Education, Office of Adult and Vocational Education

David Pritchard ..... Project Officer
Holli Condon ..... Project Officer

A number of national leaders representing a variety of agencies and organizations added their expertise to the project as members of national panels of experts. These leaders were--

Ms. Grace Basinger
Past President
National Parent-Teacher Association

Dr. Frank Bowe
Former Executive Director

Ms. Jane Razeghi
Education Coordinator
American Coalition of Citizens with Disabilities

Mr. Robert L. Craig
Vice President
Government and Public Affairs
American Society for Training and Development

Dr. Walter Davis
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House Education and Labor Committee

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Honorable Chalmers P. Wylie
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CATEGORY A: GUIDANCE PROGRAM PLANNING

- A-1 Identify and Plan for Guidance Program Change
- A-2 Organize Guidance Program Development Team
- A-3 Collaborate with the Community
- A-4 Establish a Career Development Theory
- A-5 Build a Guidance Program Planning Model
- A-6 Determine Client and Environmental Needs

CATEGORY B: SUPPORTING

- B-1 Influence Legislation
- B-2 Write Proposals
- B-3 Improve Public Relations and Community Involvement
- B-4 Conduct Staff Development Activities
- B-5 Use and Comply with Administrative Mechanisms

CATEGORY C: IMPLEMENTING

- C-1 Counsel Individuals and Groups
- C-2 Tutor Clients
- C-3 Conduct Computerized Guidance
- C-4 Infuse Curriculum-Based Guidance
- C-5 Coordinate Career Resource Centers
- C-6 Promote Home-Based Guidance
- C-7 Develop a Work Experience Program
- C-8 Provide for Employability Skill Development
- C-9 Provide for the Basic Skills
- C-10 Conduct Placement and Referral Activities
- C-11 Facilitate Follow-through and Follow-up
- C-12 Create and Use an Individual Career Development Plan
- C-13 Provide Career Guidance to Girls and Women
- C-14 Enhance Understanding of Individuals with Disabilities
- C-15 Help Ethnic Minorities with Career Guidance
- C-16 Meet Initial Guidance Needs of Older Adults
- C-17 Promote Equity and Client Advocacy
- C-18 Assist Clients with Equity Rights and Responsibilities
- C-19 Develop Ethical and Legal Standards

CATEGORY D: OPERATING

- D-1 Ensure Program Operations
- D-2 Aid Professional Growth

CATEGORY E: EVALUATING

- E-1 Evaluate Guidance Activities
- E-2 Communicate and Use Evaluation-Based Decisions

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